Formative Assessment Task

2nd Grade: Measurement and Data

**2.MD.2** **Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**

Materials: various classroom materials

Ruler for each student

**Directions:**

1. Have student chose an object to measure.
2. Student should measure the object using inches.
3. Then have student measure using centimeters.
4. Student should tell you whether the object is more inches or more centimeters and explain why.

**Considerations:**

Does the student use the ruler correctly?

Is the student able to line up the ruler?

Does the student understand inches are larger than centimeters?

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| Teacher notes:  Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  Students who demonstrate mastery accurately measure the object in both inches and centimeters.  Students who demonstrate marginal partial accomplishment might measure in inches but record it as centimeters and measure with centimeters and record it as inches. Or students who need improvement may not begin a 0 on their ruler and obtain an incorrect answer because they do not find the difference between the beginning and ending points  Some rulers have a space before the 0 and some start at the edge of the ruler. Students may encounter difficulty lining up the object and the ruler because they are lining up the ruler next to the object or picture and paying little attention to markings on the ruler. Students need to understand that when measuring, the length of an object is the number of units (spaces not marks on the ruler) between the beginning point and endpoint. Some students begin counting at one instead of seeing the first inch as the space between 0 and 1. Students focus on the numbers not the spaces. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |